

Latta Middle

602 North Richardson Street
Latta, SC 29536

Grades	6-8 Middle School	
Enrollment	414 Students	
Principal	Martha Heyward	843-752-7117
Superintendent	Dr. John M. Kirby, Jr.	843-752-7101
Board Chair	Harold Kornblut	843-752-5178

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	10	27	5

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 15 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Average	N/A
2003	Average	Below Average	No
2004	Average	Average	No
2005	Below Average	Unsatisfactory	No

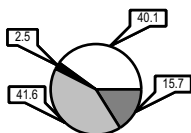
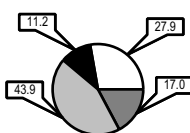
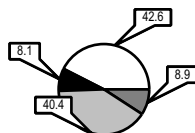
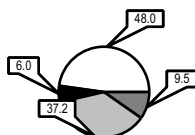
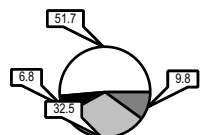
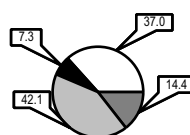
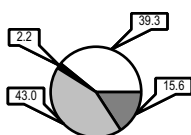
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	411	99.3	39.2	42.0	16.0	2.8	27.0	Yes	Yes
Gender									
Male	212	99.5	44.8	39.9	12.8	2.5	22.2		
Female	199	99.0	33.2	44.2	19.5	3.2	32.1		
Racial/Ethnic Group									
White	219	99.5	33.3	38.7	24.0	3.9	34.8	No	Yes
African American	181	98.9	46.6	44.4	7.3	1.7	18.0	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	367	100.0	35.8	44.2	17.2	2.8	29.3		
Disabled	44	93.2	71.1	21.1	5.3	2.6	5.3	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	411	99.3	39.2	42.0	16.0	2.8	27.0		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	411	99.3	39.2	42.0	16.0	2.8	27.0		
Socio-Economic Status									
Subsidized meals	289	99.0	46.8	41.8	9.9	1.4	18.1	No	Yes
Full-pay meals	122	100.0	19.8	42.3	31.5	6.3	49.5		

Mathematics – State Performance Objective = 36.7%									
All Students	411	99.3	27.0	44.0	17.6	11.5	39.2	Yes	Yes
Gender									
Male	212	99.5	28.6	41.9	19.2	10.3	38.9		
Female	199	99.0	25.3	46.3	15.8	12.6	39.5		
Racial/Ethnic Group									
White	219	99.5	23.0	39.7	21.1	16.2	49.0	Yes	Yes
African American	181	98.9	31.5	48.9	13.5	6.2	28.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	367	100.0	21.7	47.3	18.6	12.4	42.3		
Disabled	44	93.2	76.3	13.2	7.9	2.6	10.5	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	411	99.3	27.0	44.0	17.6	11.5	39.2		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	411	99.3	27.0	44.0	17.6	11.5	39.2		
Socio-Economic Status									
Subsidized meals	289	99.0	30.5	46.8	15.2	7.4	30.5	No	Yes
Full-pay meals	122	100.0	18.0	36.9	23.4	21.6	61.3		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	411	99.3	45.8	35.4	11.5	7.4	18.8
Gender							
Male	212	99.5	43.3	35.0	11.8	9.9	21.7
Female	199	99.0	48.4	35.8	11.1	4.7	15.8
Racial/Ethnic Group							
White	219	99.5	33.3	39.2	15.7	11.8	27.5
African American	181	98.9	60.1	30.3	6.7	2.8	9.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	5	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	367	100.0	42.0	37.7	12.4	7.9	20.3
Disabled	44	93.2	81.6	13.2	2.6	2.6	5.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	411	99.3	45.8	35.4	11.5	7.4	18.8
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	411	99.3	45.8	35.4	11.5	7.4	18.8
Socio-Economic Status							
Subsidized meals	289	99.0	52.8	34.0	8.5	4.6	13.1
Full-pay meals	122	100.0	27.9	38.7	18.9	14.4	33.3

Social Studies							
All Students	411	99.3	41.7	40.7	9.4	8.1	17.6
Gender							
Male	212	99.5	39.4	39.9	8.4	12.3	20.7
Female	199	99.0	44.2	41.6	10.5	3.7	14.2
Racial/Ethnic Group							
White	219	99.5	34.3	39.2	12.7	13.7	26.5
African American	181	98.9	50.6	41.6	6.2	1.7	7.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	5	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	367	100.0	38.3	43.1	9.6	9.0	18.6
Disabled	44	93.2	73.7	18.4	7.9	0.0	7.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	411	99.3	41.7	40.7	9.4	8.1	17.6
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	411	99.3	41.7	40.7	9.4	8.1	17.6
Socio-Economic Status							
Subsidized meals	289	99.0	49.3	40.4	5.7	4.6	10.3
Full-pay meals	122	100.0	22.5	41.4	18.9	17.1	36.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	147	100.0	49.0	35.9	14.5	0.7	15.2
	7	139	100.0	26.3	46.7	22.6	4.4	27.0
	8	118	97.4	28.6	58.0	11.6	1.8	13.4
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	131	100.0	46.0	35.7	15.9	2.4	18.3
	7	133	100.0	38.3	46.1	14.8	0.8	15.6
	8	147	98.0	34.6	44.1	16.9	4.4	21.3
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	147	100.0	29.7	42.1	16.6	11.7	28.3
	7	139	100.0	25.5	40.9	18.2	15.3	33.6
	8	118	97.4	29.5	50.9	13.4	6.3	19.6
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	131	100.0	19.0	50.0	22.2	8.7	31.0
	7	133	100.0	25.0	39.8	18.0	17.2	35.2
	8	147	98.0	36.8	43.4	11.8	8.1	19.9
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	131	100.0	50.8	31.7	14.3	3.2	17.5
	7	133	100.0	44.5	38.3	10.2	7.0	17.2
	8	147	98.0	42.6	36.8	9.6	11.0	20.6
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	131	100.0	34.1	44.4	12.7	8.7	21.4
	7	133	100.0	58.6	30.5	5.5	5.5	10.9
	8	147	98.0	33.8	47.1	8.8	10.3	19.1

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 414)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No change	13.8%	15.5%
Retention rate	9.9%	Down from 12.3%	3.5%	3.0%
Attendance rate	95.3%	Up from 94.7%	95.6%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.7%	Down from 7.0%	4.6%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.7%	Down from 6.5%	5.3%	4.6%
Eligible for gifted and talented	16.6%	Up from 15.2%	12.9%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.6%	Down from 10.8%	13.8%	13.6%
Older than usual for grade	12.3%	Up from 11.1%	6.0%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Down from 1.2%	0.9%	0.8%
Annual dropout rate	0.4%	Down from 1.2%	0.0%	0.0%
Teachers (n= 23)				
Teachers with advanced degrees	47.8%	Down from 54.2%	47.2%	51.8%
Continuing contract teachers	82.6%	Up from 79.2%	76.5%	78.1%
Highly qualified teachers	100.0%	Up from 95.5%	88.5%	89.6%
Teachers with emergency or provisional certificates	5.3%	Down from 8.7%	6.9%	6.0%
Teachers returning from previous year	86.8%	Up from 86.3%	84.3%	85.4%
Teacher attendance rate	94.1%	Up from 93.1%	94.7%	94.9%
Average teacher salary	\$37,606	Up 2.1%	\$40,117	\$41,328
Prof. development days/teacher	11.3 days	Up from 7.2 days	11.3 days	11.5 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	25.3 to 1	Up from 22.9 to 1	21.1 to 1	21.3 to 1
Prime instructional time	88.3%	Up from 87.1%	89.1%	89.3%
Dollars spent per pupil*	\$5,786	Up 0.4%	\$6,039	\$6,022
Percent of expenditures for teacher salaries*	51.8%	Down from 53.0%	60.9%	61.7%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.0%	Up from 98.8%	94.6%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	Down from Good	Average	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2004-05 school year was indeed a challenging year in which much knowledge has been gained. A major challenge was to devise a modified schedule which could be utilized to focus on improved academic success of our students. As a result, Focus Groups (small groups of students) were targeted to receive additional academic assistance during one of the elective times. Through the professional analysis of test scores provided by the district, MAP test results, and the investigation of a team of teachers and staff of other successful programs, specific students were identified for this assistance. Much time, team effort, student and parent cooperation, and determination made a positive impact. A Focus Committee was formed during the fall semester. Their charge was to refine the fall schedule for even greater academic success for the spring semester. We were fortunate enough to have two administrations of MAP testing this school term. This test furnishes much needed results about student progress. The staff had professional development training in differentiated instruction. These resources help to enhance classroom instruction which is our ultimate goal.

Exposing close to 100% of our students to a technology class is still a goal of our school. In addition, the media specialist is working with the staff on the use of various technology. They will in turn be able to integrate more technology into the curriculum. There is a continuous school-wide emphasis on reading, therefore Reading Counts is still very much alive. Also, teachers now have access to more classroom sets of reading material, including reading on tapes. There is visual evidence via performances and student displays around the school of the progress in the area of fine arts. We are extremely proud to announce that we moved from three to ten Junior Scholars this school year. Our Academic Challenge Team again had much success. They also had great parental and community support.

Our students continue to demonstrate a caring attitude for others. Our largest service-learning project this year supported the Relay for Life. It was very successful. As a motivator to students, for the first time an A-B-C Reception Art and Poetry Fair was held. It was well attended by students, parents, and staff.

As stated earlier, this school term was challenging but rewarding. We were given the opportunity to investigate and implement some needed changes. Six committees were formed and the faculty and staff worked diligently to make improvements in each area of concern. The committees are: Sixth Grade Academy, Dress Code, Focus/MAP/Differentiated Instruction, Positive Discipline/Canteen, Clubs and Organization, and Scheduling/Honors Classes. Much was accomplished through the dedicated and sincere labor of the committee members.

Reduction in retention was also accomplished. We are also looking forward to even greater improvement in the area of discipline in that we are one of the recipients of the SIG Grant provided by the State Department. Training will be given to our school team starting this summer and implementation of the training will be in place this fall. We were also allowed to seek out two additional academic staff members for this upcoming school year.

We have much to look forward to. More challenges and certainly many more rewards and accomplishments. We envision smaller classes for our teachers and students which should equate to greater successes. We believe strongly in our stakeholders and therefore anticipate continued cooperation and support. Together the LMS PRIDE will again prevail.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	20	133	81
Percent satisfied with learning environment	95.0%	83.1%	76.3%
Percent satisfied with social and physical environment	85.0%	83.1%	66.7%
Percent satisfied with school-home relations	42.1%	85.3%	70.9%

*Only students at the highest middle school grade level at this school and their parents were included.